

Indicator 8 Family Engagement Survey Suggested Activities

Developed by the Wisconsin Statewide Parent Educator Initiative



The strategies and resources contained in this document are to assist IEP teams with engaging families in a way that leads to improved results as measured by the Indicator 8 Family Engagement Survey.

- 1) I am an **equal partner** with school staff in planning my child's IEP.
 - a. Create an agenda for the IEP meeting,
[WSPEI Agenda](#)
[WSPEI Facilitator's Agenda](#)
 - b. Collaborate and create as a team (learn from each other to achieve more)
 - c. Welcome, Honor and Connect Families - [The Joining Process](#)
 - d. Use the [Family Student Snapshot](#) and the [My Snapshot](#)
 - e. Provide parents with information that will help them prepare for the meeting, such as test results. Offer explanations when needed.
 - f. Share [The Five Cs - How Families Can Engage](#)
 - g. Share [Improving Communication and Relationships](#)

Resources

[Building relationships between parents and teachers](#) - Megan Olivia Hall video
[Steven Constantino Family Engagement video](#)
[Steven Constantino 5 Simple Principles of Family Engagement](#)
[WI DPI Family & Community Engagement](#)
[WI DPI CCR IEP Discussion Tool - Family Engagement](#)
[WI DPI RDA Website](#)
RDA Discussion Tool
[WI DPI CCR IEP Discussion Tool](#)
[Building Capacity for Family Engagement](#) - Karen Mapp
[US. DEPARTMENT OF EDUCATION'S Dual Capacity-Building Framework for Family-School Partnerships](#) - Karen Mapp
[CCR IEP Step 1](#)
[CCR IEP Step 2](#)
[CCR IEP Step 3](#)
[CCR IEP Step 4](#)
[CCR IEP Step 5](#)

[CCR IEP 5 Beliefs](#)
[WI DPI High Expectations](#)
[WI DPI Culturally Responsive Practices](#)
[WI DPI Student Relationships](#)
[WI DPI Family and Community Engagement](#)
[WI DPI Collective Responsibility](#)
[Promote Caring to Families](#) - Steven Constantino
[Categories of Connecting Families to the IEP](#)
[WI Mental Health Framework](#)
[WI DPI Trauma Informed Schools Modules](#)

Books:

Engage Every Family by Steven Constantino
101 Ways to Real Family Engagement by Steven Constantino
Beyond the Bake Sale

Additional Resource

[Parent Involvement Matters!](#) - video

2) School staff offer me ways to provide **information about my family and culture** so the school can better support my child.

a. Seek information about families

[DPI Discussion Tool - Culturally Responsive Practice](#)

b. Create a welcoming environment in the classroom and school, representing all cultures of the community -

c. Provide staff training regarding cultural sensitivity on a regular basis

[Disproportionality Technical Assistance Network \("The Network"\)](#)

d. Invite family members to share their culture with artifacts, presentations, demonstrations, dialogue, and storytelling.

e. Create an effective means of positive communication with families

f. Honor Families - [The Joining Process](#)

Resources

[Student Snapshot](#)

[WI DPI Family and Community Engagement](#) - video

[WI DPI - Family & Community Engagement- Focused Events](#)

[Welcoming Environment](#) - Steven Constantino

[20 Ways to Share your Culture](#)

- 3) School staff **offer me different ways** to ask questions and get information.
- a. Ask families their preferred means of communication.
 - b. Let families know all of the ways they can communicate with the staff, share staff members' preferred means of communication
 - c. Use the [Communication Options for Families](#) document
 - d. Include special education resources on your school website and show families where to find that information.
 - e. Create an effective means of communication, with input from families, that is easy and accessible to families, for example, technology such as a Google Docs or [Apps](#)

Resources

[Wisconsin Agencies and Organizations for Families](#)

[WI DPI Family & Community Engagement - Communication with Families](#)

[WI DPI Special Education Topics](#)

[WI DPI College and Career Ready IEP Resources](#)

[Class Dojo](#)

[Communication Options for Families - English](#)

[Communication Options for Families - Spanish](#)

[Communication Options for Families - Hmong](#)

[Community Resource Mapping](#) - Steven Constantino

[WI DPI Listserves](#)

- 4) School staff offer me information in ways **I understand**.
- a. Provide them with Special Education in Plain Language -
[Print Version](#)
[Online Version](#)
 - b. Invite an interpreter to the IEP meeting if needed by a parent.
 - c. Provide written materials in the family's language.
 - d. Speak in terms families will understand. Explain acronyms and include an acronym/abbreviation sheet for reference.
 - e. Provide family with a contact person to explain further and answer questions.
 - f. Provide family with a copy of Introduction to Special Education

Resources:

[WSPEI Family Engagement Coordinator](#)

[WSPEI District Family Engagement Liaison Program](#)

Intro to Special Education

- 5) My **child is included in school activities** that are available to other students. (field trips, class performances, sports, clubs, other extracurricular activities, etc.)
- a. Provide parents with a calendar of class events and activities for the school year, and discuss and planning with parents for these activities
 - b. Include families on planning how child can successfully participate in activities.
 - c. Provide disability inclusion practices training for all staff and coaches

Resources

Dear Colleague Letter – Students with disabilities participation in extra and co-curricular activities: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.html>

- 6) School staff help my child and family feel like **we belong** in the school community.
- a. Ensure that the school environment is welcoming to families. [The Joining Process](#)
 - b. Let families know that they are welcome at all school events and-are able to access or receive information about all events.
 - c. Partner with families and community members to create and implement culturally respectful events.
 - d. Represent families and their cultures throughout the building (in pictures, artifacts, presentations, demonstrations, dialogue, and storytelling)
 - e. Learn from the family who, or which staff member, they feel most connected with in the school and work with that staff member when connecting with the family.

Resources

[Ideas to Promote Caring to Families](#) - Dr. Steve Constantino

[Wisconsin's Framework for Equitable Multi-Level Systems of Support](#)

[RTI Equity Model](#)

[Rtl Equitable Multi-Level Systems of Support](#)

[Welcoming Environment](#) - Steven Constantino

[Home Visits document](#) - Martinsville School District

- 7) IEP **meetings** are held at a **time and place** that meet my needs.
- a. Ask families first for possible dates and times
 - b. Consider alternate locations

c. Ask how you can best support their attendance, e.g. childcare, transportation, virtual or phone connection, change of venue.

8) In IEP meetings, we talk about **my concerns and ideas**.

a. Provide families an opportunity to think about and articulate their concerns well before the IEP meeting with a phone call, email, or in person.

b. Use questions from [WI DPI CCR IEP Discussion Tool - Family Engagement](#)

c. Include [Student Snapshot](#) and [My Snapshot](#) information in the IEP conversation

d. Let the student and the family speak first. Listen and consider their concerns and ideas.

Resources

[Promoting Excellence for All - Consider Families Experts on their Children](#)

[CCR IEP Discussion Tool Identify](#) - CCR IEP Step 2

[CCR IEP Discussion Tool Understand](#) - CCR IEP Step 1

9) School **staff ask me** if my child's IEP services are **meeting my child's needs**.

a. Make routine check-ins with the family throughout the year to see how they feel things are going

b. Make positive phone calls and connections

c. Build relationships with families to promote ongoing conversation throughout the year

d. Use the [Interim Review of IEP Goals -DPI Form](#)

e. Use the [WI DPI CCR IEP Discussion Tool - 5 Step Process-Analyze Progress](#)

Resources

[Building relationships between parents and teachers - video](#)

[CCR IEP Discussion Tool Identify](#) - CCR IEP Step 2

[CCR IEP Discussion Tool Understand](#) - CCR IEP Step 1

10) In IEP meetings, we **discuss different options** for my child's special education services.

a. Spend some time reviewing the "individualized" aspect of the IEP.

b. Discuss the concerns and goals. Suggest different approaches or options for addressing them.

c. Consider both family and staff expertise to find the best option for the student.

Resources

[IEP: Preparing Students for College and Career - WI DPI](#)

[CCR IEP Step 1](#)

[CCR IEP Step 2](#)

[CCR IEP Step 3](#)

[CCR IEP Step 4](#)

11) School **staff share my high expectations** for my child's progress.

- a. Build a culture in each school which supports and conveys the idea that all children can learn and be successful.
- b. Have a conversation with all team members about high expectations
- c. Share [The Five Cs - How Families Can Engage](#)
- d. Share and discuss available resources with the family

Resources

[CCR IEP Discussion Tool - High Expectations](#)

[Rising to High Expectations-video](#)

[Let's Get to Work Videos](#)

[WI Promise Videos](#)

[A teacher's Perspective: Setting High Expectations for all students - video](#)

[Wisconsin Model Early Learning Standards](#)

[Developmental Milestones](#) - Collaborating Partners

[Wisconsin DPI Academic Standards](#)

[WI DPI Academic Career Planning](#)

[WI DPI Promoting Excellence for All](#) - Tony Evers

[IEP: Preparing Students for College and Career - WI DPI](#)

[CCR IEP 5 Beliefs](#)

12) a. ^(4K-5) School staff listen to what **our family wants for our child's future** (independence, career, post-secondary education)

- a. Offer ways to explore the future hopes and dreams for the student and family. Use these ideas to build functional goals and tasks.
- b. Check in with the family to monitor and modify as the child progresses
- c. Use the [Positive Student Profile](#)
- d. Use the [CCR IEP Discussion Tool - Develop Ambitious Goals](#)

- e. Develop a meaningful response, by engaging with the family in conversation and relationship building, to the Family Engagement prompt on the CCR IEP forms
- f. Share with families what future opportunities look like for students with disabilities.

12) b. ⁽⁶⁻¹²⁾ School staff include **my child's hopes and interests for life after high school** in their education program. (independence, career, post-secondary education)

- a. Keep a record of child's interests, responsibilities, hobbies, chores, jobs, social and extracurricular activities, and volunteer work
- b. Consider [CCR IEP Discussion Tool Questions-High Expectations](#)
- c. Include the student in the IEP process
- d. Use the concept of student led IEPs
- f. Share with families what future opportunities look like for students with disabilities.
- e. Encourage students to use the iTransition App
<http://www.witransition.com/>
- f. Introduce resources from community agencies and partners to families.
- g. Discuss student's [ACP Planning](#) with families
- h. Explore the [Career Cruising](#) website with families

Resources

[Transition Improvement Grant \(TIG\)](#)

[Division of Vocational Rehabilitation](#)

[Aging & Disability Resource Center](#)

[Transition Agenda](#)

[Family Agenda for Transition](#)

[Transition Agenda Facilitator's Guide](#)

[Let's Get to work website](#)

[Let's Get to Work Videos](#)

[Think College](#)

[I'm Determined: self-determination, student led IEP meetings](#)

[TIG Lesson Plans](#)

[TIG TIP and GRIP](#)

[TIG Online Learning Modules](#)

[iTransition](#)

13) In IEP meetings, we discuss **how accommodations or modifications will help** my child.

- a. Clarify the difference between accommodations and modifications and discuss what would be appropriate for the child.
- b. Seek information from families about accommodations or modifications that might already work for the student in home and community settings.
- c. Use the CCR IEP discussion tool question - "What aids, services, supports, and accommodations does the family/student feel are most helpful? Why?"
- d. Practice Root Cause Analysis with families - Ask "Why" to dig down to real meaning

Resources

[CCR IEP Discussion Tool](#)

[CCR IEP Discussion Tool Align Services](#)

[CCR IEP Discussion Tool Identify](#)

[CCR IEP Discussion Tool Understand](#)

[Response to Intervention Family Engagement Module](#)

[WI DPI Information Update Bulletin 10.07](#)

[Intro to Assistive Technology video](#)

[Accommodations and Modifications for Students with Disabilities by ECAC.org](#)

14) School staff clearly explain **when and where** my child will receive special education **services and supports**.

- a. Allow families to tour the school to see where services will be provided, highlighting relevant supports the student would be using.
- b. Ask families when and where they think services are needed in order for their child to be successful.
- c. Provide a copy of the daily and/or weekly class schedule with times and places clearly indicated, including transitions and unstructured times.

Resources

[WI DPI Information Update Bulletin - Least Restrictive Environment](#)

[WI DPI Information Update Bulletin - Services](#)

[CCR IEP Step 1](#)

[CCR IEP Step 2](#)

[CCR IEP Step 4](#)

15) School staff offer me information for my child with an IEP about one or more **community services** that: a) offer support for my child and family, b) support my child's learning outside of school (libraries, community centers, after school programs, child care, etc.), c) help my child prepare for college, independent living, and work, and/or d) help me connect with transition and support (life after high school), e) help me connect with transition resources and support to 5K and elementary school

- a. Seek parent input about agencies and resources that are important to their family.
- b. Collect local and county resources, make them available on your school website and at the school building. Distribute to parents and give a brief overview of what is available, along with contact information.
- c. Identify a District Family Engagement Liaison that can serve as a resource person.
[WSPEI District Family Engagement Liaison Program](#)
- d. Contact a [WSPEI Coordinator](#) for local resources
- f. Engage staff members in a Community Resource Mapping activity
- e. Offer families an option to visit new centers or schools to help with the transition to 5K and elementary school.

Resources

[Wisconsin Statewide Parent Organizations](#)

[Communities on Transition](#)

[Wisconsin Statewide Conference and Workshop Calendar](#)

[Community Resource Mapping](#) - Steven Constantino

16) School staff explain one or more of the options I have if I disagree with a decision of the IEP team: a) I can ask questions at the IEP meeting, b) I can request another IEP meeting or facilitated IEP meeting, c) I can talk with the special education / pupil services director, d) I am provided with procedural safeguards parent rights (mediation, IDEA state complaint, due process hearing request).

- a. Explain where to find information in the following handouts to familiarize parents with the resources. Review these resources with staff and plan how each will be explained to families.

Resources

Special Education in Plain Language

[Print Version](#)

[Online Version](#)

[Special Education Procedural Safeguards: Rights for Parents and Children](#)

[Communication Options for Families](#)

[Wisconsin Statewide Parent Educator Initiative](#)

[Wisconsin Special Education Mediation System](#)

[WI FACETS](#)

[WSPEI Coordinators Contact List](#)

17) I am happy with how often the **school updates** me on my child's progress on IEP goals.

- a. Be clear and consistent about when, how, and to whom progress information will be shared
- b. Provide families an example of an IEP goals progress report
- c. Contact the family with positive information about their child periodically.
- d. Ask families the best way to contact them and honor that.

[Resources](#)

[Interim Review of IEP Goals Document](#)

[DPI Family & Community Engagement-Communication with Families](#)

[WISELearn Resources - Progress Report](#)

[CCR IEP Discussion Tool - Analyze Progress](#)

[WI DPI Parent Advisory Council Brief Statement](#)

[2017-2018 WI DPI Parent Advisory Council](#)

18) School staff offer me activities or strategies which support my child's learning outside of school.

- a. Encourage families to use community resources that can also support learning such as public library programs, community centers, etc
- b. Seek information from families about the student's schedule after school and provide activities or strategies that can be a natural part of their routine.
- D. Engage staff in a resource mapping activity for your local area

Consider the following suggestions from the [CCR IEP Family Engagement Guidance](#)

- Summarize a few universal strategies to support literacy instruction in the home and community that were discussed with parent in meeting.

- Introduce fun learning games and/or activities that support academic needs of students or help with generalization, fluency, or mastery of skills learned in school.
- Help families recognize what they are already doing at home to support their child's learning.
- Let the family lead the conversation on the types of connection to learning they feel would be helpful (ex: resources, accommodations, goals, activities).

Resources

[Family Engagement Newsletter](#)

[Reading Rockets - Parent Resources](#)

[WI DPI Family & Community Engagement - Community Partnerships](#)

[WI DPI - IEP: Preparing Students for College and Career](#)

[WI DPI WI Public Libraries](#)

[WI Literacy Council](#)

[Community Resource Mapping](#) - Steven Constantino

19) School staff offer me information about the **academic standards AND behavior expectations** for all students at my child's grade level.

- Invite families to come to school to see learning in action.
- Ensure that families have access to and understand information regarding academic standards and behavior expectations (i.e., newsletters, multimedia representations, website, etc).
- Use the [CCR IEP Discussion Tool - Reading Drives Achievement](#)

Resources

[National PTA - Parents' Guide to Student Success](#)

[WI Positive Behavioral Intervention & Supports - Parents/Family](#)

[Wisconsin DPI Academic Standards](#)

[SEL Infographic](#)

[Social and Emotional Learning Competencies](#) - WI DPI

[CCR IEP Step 1](#)

[CCR IEP Step 2](#)

20) School staff offer me information on how to **help my child be independent and advocate** for their needs.

- a. Encourage and support families to look for opportunities to help students develop self-advocacy skills.
- b. Distribute or link “[Opening Doors to Self-Determination](#)”.
- c. Share [Youth In Partnership with Parents for Empowerment \(YIPPE\)](#) and [PIP](#) training information.
- d. Connect families to community agencies, resources and service providers.

Resources:

[TIG Lesson Plans](#)

[I'm Determined website](#)

[WI DPI Trauma Sensitive School Modules](#)

[iTransition](#)

[WSPEI Website](#)

[Parent Transition page](#)

[WI DPI Academic Career Planning](#)

[Transition Improvement Grant](#)

[WI DPI Trauma Sensitive School Learning Modules](#)

[TIG SoP Module](#)

WI SEL Competencies

21) My **child receives the services, accommodations, modifications, and supports** that are written into their IEP.

- a. Communicate with families about the level of services their child is receiving on a regular basis throughout the school year.
- b. Create an example of the IEP and review it with families to ensure they fully understand the IEP process.

Resources:

[CCR IEP Step 4](#)

[CCR IEP Step 5](#)

[Interim Review of IEP Goals](#)

22) **Everyone who works with my child at school knows about the accommodations, modifications, or supports** in my child's IEP.

- a. Utilize a signature page for all staff members involved to sign indicating they have read and understand the information. Keep this in the student's file.
- b. Explain to the family exactly how information in the IEP will be disseminated to pertinent staff members and who does and does not have access to that information.

- c. Be sure to include regular education teachers and teaching teams in the IEP meeting. Discuss how accommodations will be used in the inclusive classroom.
- d. Make the sure the child is seen as a person first; and a special needs students second.
- e. Be sure that paraprofessionals, food service workers, bus/transportation personnel, and custodians, as appropriate, have information about the accommodations and supports in the student's IEP

Preschool Survey additional Resources

[Preschool Agenda](#)

[Preschool Agenda Facilitator's Guide](#)

[Collaborating Partners-Early Literacy](#)

[Wisconsin Model Early Learning Standards](#)

[Wisconsin Pyramid Model](#)

[Center on the Social and Emotional Foundations of Early Learning - Family Tools](#)

[Transition from Preschool Services to Kindergarten - Early Childhood Technical Assistance Center \(ECTA\)](#)

[CONNECT Module - Transition](#)

[CONNECT Module - Family Professional Partnerships](#)

[Collaborating Partners](#)

[Wisconsin Model Early Learning Standards](#) Resources

[My Teacher Wants to Know](#)

[Child Web](#)

Additional Resources

[Wisconsin Statewide Parent Educator Initiative \(WSPEI\)](#)

[WSPEI Family Engagement Planning LiveBinder](#)

[WSPEI CCR IEP Resource Livebinder](#)

[CCR IEP Resource Page](#)

[Wisconsin Statewide Conference and Workshop Calendar](#)

[Implementation Science](#)

[WI FACETS IEP Checklist](#)

[Standards Based IEPs Parent Brief](#)

[Universal Design for Learning Parent Brief](#)

Webinars

[ReThinking Family Engagement](#)

[Connecting families to the IEP](#)
[Friendly and Productive IEPs](#)
[CCR IEP Webinar Series](#)

Other Resources

[WI DPI Trauma Sensitive School Modules](#)
[WI DPI Social and Emotional Learning](#)
[WI DPI ACP and SEL](#)
[SEL Infographic](#)
SEL Competencies
[Wisconsin's Framework for Equitable Multi Level Systems of Support](#)
[Equitable Multi Level Systems of Support](#)
[CCR IEP 5 Step Process](#)
[CCR IEP Resources page](#)
[CCR IEP Learning Resources](#)
[Wisconsin CCoTS](#)
[Skills to Pay the Bills](#)
[Career Cruising](#)
[WI DPI Information Update Bulletins](#)
Special Education In Plain Language
[Print Version](#)
[Online Version](#)

Resource Guides

Guide to Healthy Building Parent/child Relationships
<https://resourcecentre.savethechildren.net/sites/default/files/documents/6182.pdf>

Building Relationships with Families
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

Guide for Mentors
<http://educationnorthwest.org/sites/default/files/effective-strategies-for-providing-quality-youth-mentoring-in-schools2.pdf>

Guides to Creating a Welcoming Environment:

<http://guide.swiftschools.org/sites/default/files/documents/2-3.pdf>

<http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Welcoming%20Environments%20Presentation.Barge.pdf>

http://www.doe.virginia.gov/support/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf

<http://www.parenttoolkit.com/academics/news/parental-involvement/is-your-school-doing-enough-experts-weigh-in-on-the-role-of-schools-in-parent-engagement>

http://hrc-assets.s3-website-us-east-1.amazonaws.com//welcoming-schools/documents/WS_Checklist_for_a_Welcoming_School_Environment.pdf

http://www.educationworld.com/a_admin/admin/admin424.shtml

<http://www2.membershiptoolkit.com/blog-0/bid/344398/10-ways-to-make-parents-families-feel-welcome-at-school>

<https://www.ptotoday.com/pto-today-articles/article/398-is-your-school-parent-friendly>

https://education.ky.gov/educational/CCadv/ar/Documents/Beginning_of_School_Year/resources/Seeing%20Your%20School%20As%20Others%20See%20It.pdf

Community Resource Mapping

<https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-AB-CD-capacity%20bldg.pdf>